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ABSTRACT

Part of a series of position papers prepared by the American Association of Colleges for Teacher Education (AACTE), this pamphlet considers the need for extended teacher education programs. Seven alternative models of extended teacher preparation programs are described: (1) four-plus-one (B.A.); (2) four-plus-one (internship); (3) five-year (B.A. plus masters); (4) five-plus-one-year (master's degree plus internship); (5) four-plus-two-years; (6) four-plus-three-years (doctorate); and (7) three-plus-three years (doctorate). This examination discounts two commonly believed notions which have had a profound and not fully recognized impact on teacher education programs. The first is the view that teacher education programs are controlled by the entire community and not by the schools, colleges, or departments of education. The second, persisting notion is that prospective teachers do not study the subject matter that they will later teach in the other university departments of liberal arts and sciences or subject-matter discipline. In a discussion of the extended teacher preparation program, five sets of issues and problems are addressed: (1) adequacy of teacher education knowledge base; (2) additional costs associated with extension; (3) difficulties encountered by colleges and universities; (4) legal matters; and (5) relationships with external groups. (JMK)

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Educating A Profession: Extended Programs for Teacher Education

SP023182

Foreword

The American Association of Colleges for Teacher Education (AACTE) is committed to the preparation of teachers who have the knowledge and skills necessary to meet the diverse learning needs of the children and youth in our schools. AACTE believes that this means teacher educators must be concerned with the redesign of their programs as well as the development and application of appropriately rigorous standards and procedures.

The Association's commitment is represented in a series of position papers with their genesis in AACTE's bicentennial publication, *Educating a Profession. Profile of a Beginning Teacher* is the first in this series. It outlines the knowledge and skills that should be guaranteed by graduation from a teacher education program. It advocates a strong emphasis on general education, the disciplines underlying pedagogy, the teaching specialty content, and an enriched study and practice of pedagogy.

The second statement in the series, *Competency Assessment*, describes how and when the progress of prospective teachers should be assessed. Its recommendations cover teacher education from student entry into the program to graduation.

This statement, *Extended Programs for Teacher Education*, addresses the length of time necessary for students to develop the competencies ensuring teacher effectiveness. To meet the outcomes described in *Profile of a Beginning Teacher*, this statement considers the need for extended programs. It addresses the issues surrounding a dramatic change in teacher education, gives examples of extended programs, and makes recommendations for implementing the more demanding and comprehensive program required to achieve the goals outlined in *Profile*.

Each of these three statements and other publications on teacher education are available from the AACTE Order Department, Suite 610, One Dupont Circle, Washington, D.C. 20036.

September 1983

AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION
One Dupont Circle, Suite 610, Washington, D.C. 20036

Extended Programs For Teacher Education

The education and professional development of teachers include a formal study prior to initial certification and continued learning during professional practice. Preservice teacher education provides the skills and knowledge needed by a teacher for safe practice from the first day in a classroom and the foundation for continued development in professional expertise. Professional development during practice is the result of on-the-job learning, formal coursework at the graduate level, inservice workshops, and a variety of other activities.

A major question for the profession is whether initial certification represents a sufficient stage of professional competence, given current expectations for teachers and schools and the complexity of society's needs. The current four-year baccalaureate degree model of teacher education has remained relatively constant for half a century. During this period the schools have been assigned new roles with attendant responsibilities for teachers; society has become more complex; school populations have become markedly different; and research on learning and teaching has produced a greatly expanded professional knowledge base.

In the 1976 AACTE publication *Educating a Profession*, teacher education is described as an emerging profession, currently a semi-profession. The authors indicate that a profession is characterized by a body of knowledge and a repetoire of behaviors and skills needed in the practice of the profession. Further, they note that these abilities and understandings of underlying theory are not generally possessed by the nonprofessional. When the current four-year model was adopted, teachers were among the best educated people in the community. Now, however, a much larger proportion of the population completes college degree programs. In fact, the baccalaureate degree is expected of people in a variety of occupations that did not require a college education fifty years ago. The result is that beginning teachers today are not among the educationally elite.

During recent years, particularly in the 1970s, federal and foundation support for educational research resulted in a rapid expansion of the professional knowledge base. While much of the literature yet remains to be codified and synthesized, it is too complex and broad to be adequately reviewed within the

traditional four-year teacher education program. Guaranteeing a minimally effective beginning teacher will require the addition of course content and experiences that reflect recent research. This will increase the demands on the program.

During recent years, state and federal mandates and persuasive recommendations from lay, professional, and governmental groups have required schools, colleges, and departments of education to modify programs. In almost all cases the modification has been an addition to the requirements of the program. Public Law 94-142 requires teachers to work in concert with other educators to provide appropriate educational experiences for children and youth who have unique and specific physical and mental needs. Desegregation and programs in multicultural and multilingual education require teachers to have a more thorough understanding of diverse cultural and economic factors as well as increased skills in interpersonal relationships. The marked increase in the incidence of single parent and two-breadwinner families has led to additional *in locus parentis* responsibilities for schools and teachers. In addition, many across the nation have called for added attention to economic education, health and substance abuse education, environmental education, and parent education. Finally, the widely publicized decline in basic-skill competence has stimulated public attention to the quality of instruction in spelling, mathematics, reading, and other basic skills.

Many schools, colleges, and departments of education have responded to these mandates and persuasions with a piecemeal modification of teacher education programs. Incremental changes over a period of several years add up to a major change within a model originally designed to accommodate much less. Societal changes and recent expectations for schools and teachers have not been accompanied by a needed major reconceptualization of teacher education programs. The four-year baccalaureate model has been the norm longer than other models that preceded it in the evolution of teacher education as well as for other professions. On the basis of these trends, a reconsideration of the model for teacher education is urgently appropriate.

Education has been a target for criticism in the popular media, among lay and quasi-professional groups, and in legislatures. Teacher education has been cited as a factor that contributes to the perceived ineffectiveness of schools. In the midst of such criticism is a

call to strengthen and improve teacher education. It would seem a mistake for the profession to ignore the potential support available for a thorough consideration of reform in teacher education, characterized by a commitment to high standards of professional practice.

AACTE's *Profile of the Beginning Teacher* emphasizes the need for a strong liberal arts foundation, undergirding social and behavioral sciences and strong teaching fields. The paper calls for teachers to be models of the well-educated adult who can serve as appropriate models for children and youth.

The concept of extended programs is not new. During the early 1960s professional journals included a substantial number of articles recommending extended programs as a possible solution to recognized deficiencies. This modest attention, however, did not generate a broad or consistent following. Education in the early '60s was characterized by rapidly expanding K-12 enrollments and the persistent need for additional teachers. An extension of programs in the face of teacher shortages might have been irresponsible or at least socially insensitive. Another drawback to the growth of such a movement was the immature state of the professional knowledge base.

Today, although teacher shortages exist in a few fields and a general shortage is predicted for the mid-1980s, conditions are acceptable for consideration of extended programs. If the profession fails to act while the current set of favorable conditions exists, it is unlikely that another opportunity will be available again soon.

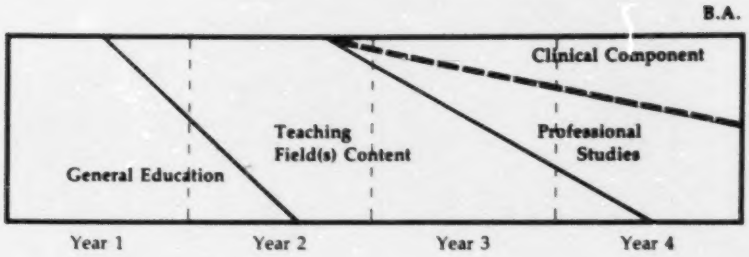
A major factor in improving the effectiveness of schools and conditions for teachers is the establishment of a truly professional teacher education program within a time frame in which essential goals can be reached. Consideration of extended program models is necessary in this effort to achieve professional status in serving the needs of clients — the children and youth in the schools.

Traditional Model Of Teacher Education

The fundamental framework of teacher preparation programs in the United States has endured substantially unchanged for approximately half a century. Current programs for the preparation of teachers and other professional education personnel are provided by a variety of schools, colleges, and departments of education (SCDEs) — large, small, public and private institutions of higher education. Many of these institutions

Figure I

Typical Four - Year Teacher Education Program*



*The proportions of time reflected in the components are to be interpreted as approximate proportions.

have evolved from normal schools to teachers' colleges and then to state universities. They have a long and often distinguished history of commitment to the preparation of education personnel.

The current and commonly accepted model for teacher preparation programs in the United States requires four years and culminates in the baccalaureate degree. This typical four-year program is shown in Figure I.

The purpose of this paper is to describe alternative models of teacher preparation programs. This examination will discount two commonly believed notions which have a profound and not fully recognized impact on teacher education programs. The first is the view that teacher preparation programs are controlled by the entire university community and not by the SCDE. The second, persisting notion is that prospective teachers do not study the subject matter that they will later teach in the other university departments of liberal arts and sciences or subject-matter disciplines.

To give a comprehensive understanding of current models of preparation programs, the components of this paper will be described in general, rather than highly specific terms. *Profile of a Beginning Teacher* outlined the following four components of teacher preparation programs:

- General education
- Preprofessional study in the disciplines undergirding pedagogy
- Academic specialization
- Professional study that includes clinical application and practice

Study in **general education** is based on the premise that teachers, as exemplars, need to be broadly educated individuals. Courses in general education are taken by all college students usually during the first two years of their program.

Preprofessional studies build on general education in that prospective teachers further study subjects that provide a theoretical base in the social sciences and related skills. These courses provide a knowledge base that can be applied to understanding schools and the development of teaching skills. Most current four-year programs do not include enough time for students to take preprofessional studies.

Academic specialization includes the study of the subject matter that prospective teachers will later teach. These courses provide background in the teaching fields at a level of depth and sophistication far beyond

that which teachers require of their pupils. If teachers are not equipped adequately in the subject matter, they are not only likely to be less confident in the classroom but are more likely to make errors of fact in their teaching.

Elementary school teachers, because of the wide range of subjects that they teach, have typically even heavier requirements in general education and academic specialization components than do secondary teachers. Prospective secondary teachers take approximately 75 percent of their coursework outside the SCDE; elementary teachers often take up to 67 percent of their coursework outside.

Professional studies are normally offered through the SCDE; sometimes these studies begin as early as the freshman year, but they are concentrated in the final two years of a student's program. These studies cover generic knowledge and skills required in the study of pedagogy. Examples are educational psychology, tests and measurement, and educational technology. Foundational professional studies apply the knowledge base of the undergirding disciplines to the field of education. Examples of study in this component include the history, philosophy, and psychology of education.

Specialized pedagogical knowledge and skills relate specifically to the subject or content to be taught, to the age or grade level of the learner, and sometimes to the cultural backgrounds and physical and mental abilities of learners. It includes the more technical areas of diagnosis and methodology related to specific disciplines. Examples of subject matter are the teaching of reading, mathematics, and social studies, and the diagnosis of individuals with various handicapping conditions.

The clinical component of professional studies allows prospective teachers the opportunity to apply theory and knowledge to the instructional setting. This component is often introduced early in the teacher preparation program. It involves the more extensive and sophisticated application of teaching skills and techniques to the classroom setting as the teacher in training acquires knowledge and understanding.

Alternative Models For Extended Teacher Education Programs

Seven alternative models for the preparation of teachers are presented briefly in this section. They range from five-year to seven-year preparation programs and each contains a somewhat different profile.

Four-Plus-One (B.A.)

The four-plus-one (B.A.) model is a four-year program extended by an additional year of professional studies and practicum or internship. It culminates in the acquisition of a baccalaureate degree and includes typically, but not necessarily, general studies and study of the teaching field (customarily and appropriately taken in a college of liberal arts and sciences). Professional studies may include generic pedagogical and foundational studies, subject-specific professional studies, and clinical application of professional studies. The fundamental distinction between traditional teacher preparation programs and the program described in this model is one of degree, rather than kind. It is, after all, most frequently alleged that today's teachers are inadequately prepared for conditions that they will face in contemporary schools. This model is portrayed in Figure II.

Four-Plus-One (Internship)

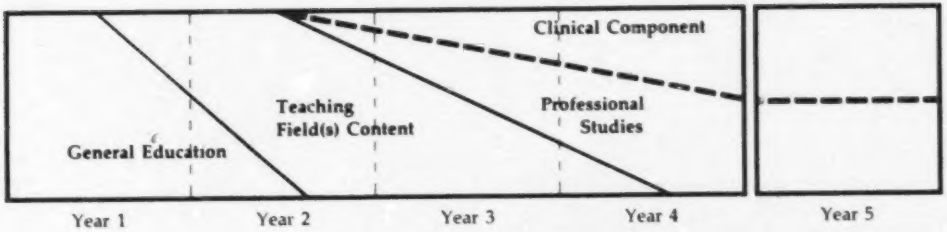
An extended program model, four-plus-one (internship) also culminates in the baccalaureate degree, with the first four years closely resembling traditional teacher education programs. The extended year involves an internship with much more extensive professional practice than is traditionally the case.

A contrast of the first two models shows that more professional knowledge is covered in the first model, while in the second there is greater emphasis on clinical practice and modeling of practitioners' professional behaviors. The second model may be viewed more positively by practitioners than the first. In the evolution of education toward full professional status, however, this model could have negative long-term results. If a program for the preparation of educators emphasizes an experiential base to an inordinate degree, the field might be viewed as a skilled craft requiring an apprenticeship rather than as a full profession built upon a legitimate knowledge base.

This internship model is unlikely to include professional knowledge beyond that presented in current four-year programs. The model suggests ongoing SCDE support and participation in an internship

Figure II

Four-Plus-One (B.A.)



program, which should permit closer interaction between SCDEs and school districts. The cost of an internship program will depend on the program's configuration. Figure III depicts this model.

Five-Year (B.A. Plus Masters)

The five-years (B.A. plus masters) model takes on a somewhat different configuration, as shown in Figure IV. It is based upon a five-year program in which the fifth year is closely integrated with the previous four years. This model would allow modest increases in the subject matter and general education components. It may also provide the opportunity for a preprofessional component.

This component could include areas of study that are related to education but are not included as professional education *per se*. Examples include rural sociology, urban sociology, cultural anthropology, and abnormal psychology.

A five-years model would provide the opportunity for including substantially increased professional knowledge in the program. The content of such a program should be based upon a reassessment of the appropriateness and substance of the content rather than simply added to an existing teacher education curriculum. What is defined as the appropriate knowledge base for beginning teachers should result from a rigorous examination of available research and a thoughtful reassessment of conventional wisdom as applied to a school setting. The adoption of a five-years program should result in a more effective integration of knowledge in the clinical component and a closer, more effective working relationship between higher education and the K-12 school sector.

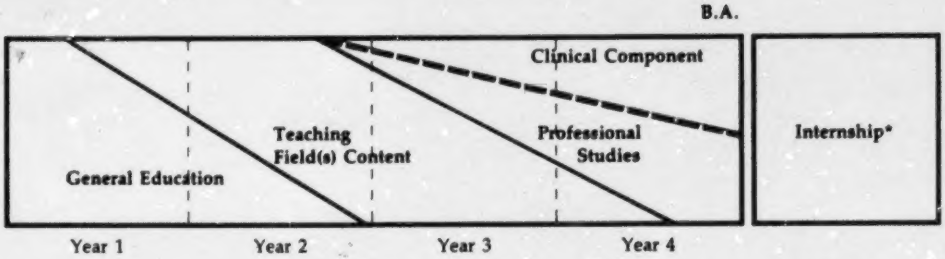
A more demanding program may well attract increasingly able individuals to a career in education. Since teachers would be entering the field with a graduate degree, they might expect to receive higher salaries even during periods of fiscal restraint.

Many four-year colleges have a long and distinguished history of established commitment to teacher education. Some of these institutions might express concern over, and resistance to, a program of five or more years because of the possibility that this approach will preclude their continued activity in teacher education. While such a possibility may prove valid, other, more desirable courses of action are equally possible.

Consortia of four-year postsecondary institutions and postbaccalaureate institutions could be established

Figure III

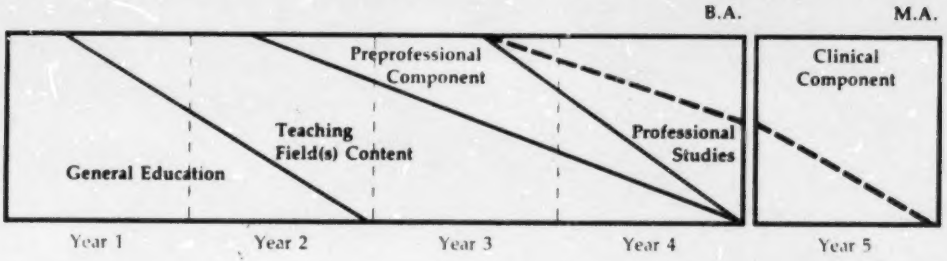
Four-Plus-One (Internship)



*Internship assumes ongoing support and participation of the school, college, or department of education.

Figure IV

Five Year (B.A. Plus Masters)



to coordinate the provision of the fifth year of preparation at postbaccalaureate institutions. Thus, the first four years of preparation would continue to be taken at undergraduate institutions. Careful planning of the content and sequence of the pedagogical content of the extended program should be the responsibility of the representatives of the consortia. To maximize the benefits of the institutional partners in consortia, agreements should be made to ensure that a student's undergraduate work is recognized and accepted in the postbaccalaureate institution.

The development of these consortia could lead to better integration among teacher education programs and can work to the advantage of all cooperating institutions. The success of such consortia would require more coordination and cooperation among postsecondary institutions than exists today. Considering that the goal is to prepare the most competent and professional teachers, this approach is desirable. The active involvement of undergraduate and graduate institutions would be well served through the consortia advocated in this paper. It would be a deep disservice to the profession to resist the emergence of stronger professional programs because of narrow and specialized institutional interests.

Five-Plus-One-Year (Master's Degree Plus Internship)

The five-plus-one-year model is similar to the five-year model. It permits a slightly larger professional component, and specifies a substantially larger clinical component. The application of this model would permit more sophisticated clinical practice to be based upon a larger knowledge base and would allow more time for clinical application. The method of financing a lengthy internship will probably be the primary consideration in developing such a program.

Figure V depicts a configuration of the five-plus-one-year (master's degree plus internship) model.

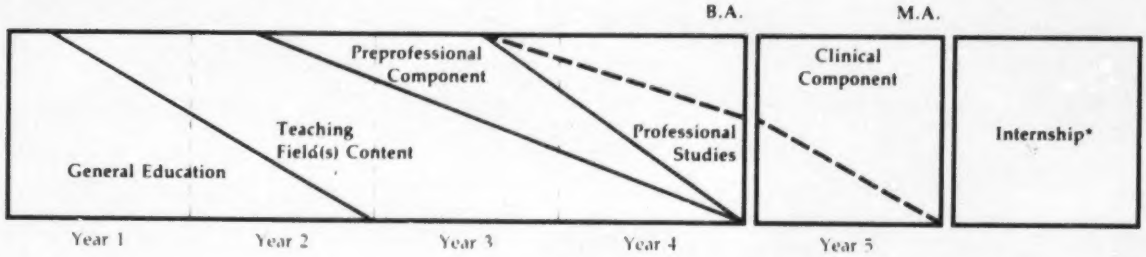
Four-Plus-Two-Years

The four-plus-two-years model includes major changes in teacher education. Entry and participation in this program assume a strong background in general education and subject matter. A common preprofessional component is also required.

In this model the entire professional program is postbaccalaureate. It therefore makes it possible for SCDEs to function more fully as professional schools. Although requiring a more rigorous background, it would still permit SCDEs to function more independently of colleges of liberal arts and sciences. The implementation

Figure V

Five-Plus-One Year (Masters Plus Internship)



*Internship assumes ongoing support and participation of the school, college, or department of education.

of the four-plus-two-years model would permit a slightly expanded professional knowledge segment beyond the models presented earlier. This might result in greater rigor within the professional component with the greater application of research findings to the teaching-learning setting. In addition, the implementation of this model holds potential for highly integrated professional knowledge and clinical components. The advantages associated with a functional integration of these components seem self-evident. It is also obvious that SCDEs could function largely independently of other colleges and departments on the campus. This structure would result in flexibility beyond that known in the past for translating research findings into classroom practice.

The four-plus-two-years model shown in Figure VI would also be more expensive to implement than models presented previously. With additional training, teachers should expect to earn higher salaries. Even though completing post-graduate teacher education programs might result in higher beginning salaries for teachers, another result might be a smaller supply of beginning teachers. It must also be acknowledged that this program, because of its clinical orientation and greater depth and rigor, would be more expensive to initiate.

Four-Plus-Three-Years (Doctorate)

The four-plus-three-years model culminates in the acquisition of a teaching doctorate and suggests the full professionalization of teaching. This model illustrates the case made by others for a doctorate in pedagogy.

The four-plus-three-years model shown in Figure VII is consistent with the four-plus-two-years model in that all professional study is post-baccalaureate. This model has powerful implications for major changes in administrator preparation. This model probably would be the most expensive model to implement. The question of whether the costs exceed or are less than the anticipated benefits to society has not been discussed.

Three-Plus-Three-Years (Doctorate)

A three-plus-three years model program has also been proposed. Clearly, a variety of models can be developed based upon a professional program built upon three years of undergraduate study outside SCDEs. The three-plus-three model in Figure VIII is descriptive of that set of models. As is true for some of the other models, there may be variation in the configuration of the model among elementary, special, and secondary education programs.

Figure VI

Four-Plus-Two Years

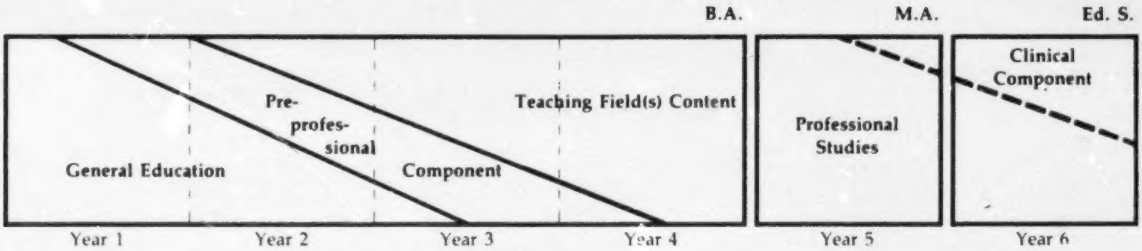
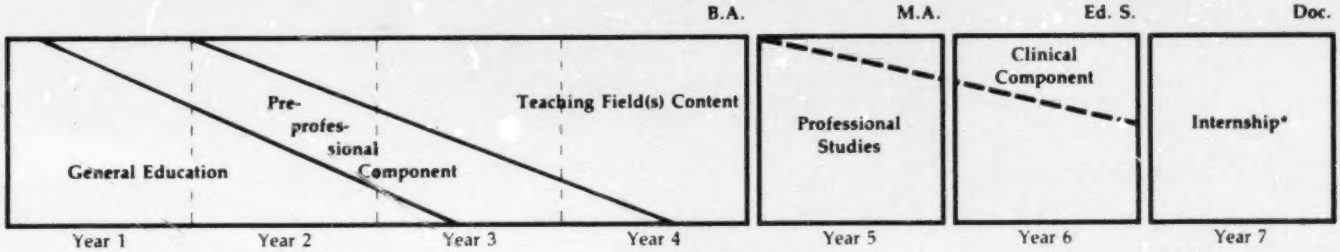


Figure VII

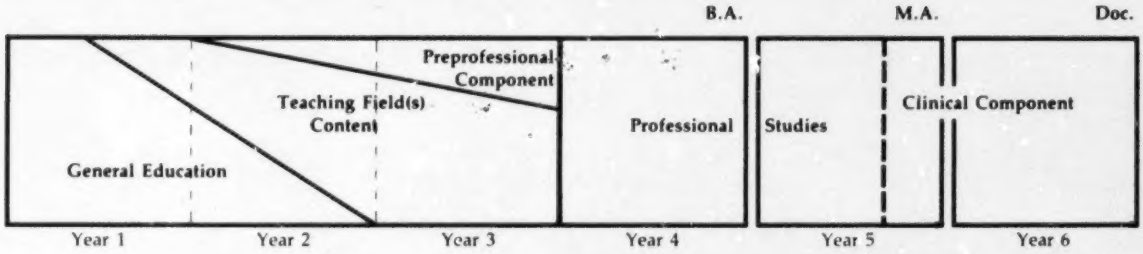
Four-Plus-Three Years



*Internship assumes ongoing support and participation of schools, colleges, and department of education.

Figure VIII

Three-Plus-Three Years



In the case of secondary education, the teaching subject matter is best taught in liberal arts and sciences. Therefore, it is logical that the undergraduate degree would be awarded in that college. In elementary and special education programs, most of the subject-matter is offered in the SCDEs, and it is more likely that the undergraduate degree would be awarded by the SCDE.

In the first three years of the program, study in general education and the subject-matter areas should be completed in a college of liberal arts and sciences. This model permits significant increases in programs for elementary and special education teachers; it may be necessary to extend the subject-matter study into the fourth year if a meaningful increase in that dimension of the program is to be accommodated.

During the second three years, emphasis would be upon study in foundational areas of education; generic, subject, and age-specific pedagogical content; and the clinical component of the program. It is highly desirable that clinical components be incorporated in virtually all aspects of professional study.

This program has the added virtue of making it possible to increase the time available in subject-matter and general education study, as well as in preprofessional and professional education. Consequently, it should be possible to build not upon existing courses, but to redesign programs in an effort to provide pedagogical knowledge consistent with the growing knowledge base on learning and effective teaching.

This model also differs from other models in that the program would culminate in the awarding of the teaching doctorate, rather than a master's degree. (Some might observe that the educational specialist degree did not become as sought after or widely recognized a professional degree as had been hoped.) It should be noted that this model provides the opportunity for a significant increase in the time available for the pedagogical component.

As noted earlier, other parallel models built upon three years of study could be developed; for example, a three-plus-three or a three-plus-four program could be designed. The three-plus-three model is presented because of the nontraditional degree (the teaching doctorate) and the potential professional school implications. If professional study begins following three years of undergraduate study in liberal arts, SCDEs might establish themselves as professional schools that function more independently of liberal arts colleges. The liberal arts would remain a necessary, underpinning study in professional education.

Contrasting the Models

Differences among the models are better perceived by an examination of Figure IX. As the time available for professional preparation lengthens, increases in the full range of time available for each program occur as well. For most program components, the most substantial increases will appear at the master's level and beyond.

If the contrast among the models were to be made on a cost-effectiveness basis, substantial gains could be made by implementing five-year preparation programs. Other substantial gains would be accomplished through the implementation of six- and seven-year programs. There does not appear to be a major difference in gains between six- and seven-year programs. The cost of the implementation of a six- or seven-year program would appear to make the implementation of either not feasible at this time.

Issues, Decisions, and Actions

Even the casual observer of teacher education is forced to conclude that there is much negative discussion about the field. The discussion involves a variety of people, is often fervent and heated, and is by no means confined to teacher educators themselves.

Much of the criticism about the state of the art in teacher education is based on limited information and understanding. But much of it comes from the graduates of teacher education programs — teachers, and others within the profession, who cannot be described as ignorant of the field. Indeed, some of the most serious questions being raised about needed reforms in teacher education are coming from the profession itself.

A strong case can be made for the prediction that within the next three to five years a series of decisions will be made at both the state and national levels, which will have profound effects on education in general and on teacher education in particular. The decisions could be favorable, but given the mood of the general public, recent actions by state legislatures and regulatory bodies, and reports by an ever increasing number of study groups such as the Southern Regional Education Board (SREB) Report of June 1981, positive results seem unlikely. The profession needs to take quick, assertive, and constructive steps to restore the country's confidence in schools, their teachers, and the way teachers are prepared. Thus, one need not be a pessimist or doomsayer to be quite uncomfortable about the future of teacher education.

Figure IX

Contrast of Current Models with Alternative Models

Model	Program Components					
	A	B	C	D	E	F
Typical 4 year Program	1	1	1	1	5	5
Four + 1 year (B.A.)	1	1	3	3	5	5
Four + 1 year (Internship)	1	1	1	1	5	4
Five year (B.A. + M.A.)	2	2	3	3	3	5
Five + 1 year (Master's & Internship)	2	2	3	3	3	4
Four + 2 years (Ed. S.)	4	4	4	3	4	5
Four + 3 years (Doc.)	4	4	4	3	4	4
Three + 3 years (Doc.)	4	4	4	4	4	5

Degree of Change:

1 = No Change
2 = Slight Change
3 = Moderate Change
4 = Substantial Change
5 = Not Applicable

Program Components:
A = General Education
B = Teaching Field(s) Content
C = Professional Studies
D = Clinical Component
E = Preprofessional Studies
F = Internship

Teacher education as a profession clearly needs to be extended beyond the current four-year model, which has prevailed with little real change for several decades. There is overwhelming evidence to show that the current model is inadequate to produce teachers who are capable of meeting the rapidly increasing expectations of them. Further, the argument that any significant reform in teacher education must occur during the present era of teacher surplus, which is likely to be short-lived, is compelling.

One way to prepare for the future of teacher education and to explore the need to act now to extend teacher preparation programs is to reflect on the two scenarios projected below.

Scenario One: The Profession Retains the Current Four-Year Model

- Because of supply/demand factors, the profession cannot seriously consider more comprehensive programs for the education of new teachers during the remainder of the century. Societal pressures dictate that the need for sufficient numbers of minimally qualified new teachers must take precedence over the establishment of a more adequate initial teacher education program. The opportunity to include information from an increasingly large, well-synthesized, and codified research base is limited. Institutions must make even more difficult decisions about the distribution of required coursework among general education, teaching field specialization, preprofessional, and professional education.
- The number of poor-ability applicants for teacher education programs will decrease, primarily because minimum qualifications will remain in effect at the state and/or institutional level. However, the number of high-ability applicants will remain low, partly because of the decreasing attractiveness of teaching as a profession, in turn due to serious deterioration in working conditions and the reward system.
- Standards for teacher education programs are increasingly mandated by those outside the teacher education unit, including legislatures, state boards, and colleges and universities. Included are admission, graduation, and program content requirements.

- The teaching field becomes less and less attractive to highly competent higher education students. The relatively weak salary and compensation structure for teachers shows little improvement, and the social prestige of the teaching field remains relatively low.
- Turnover rates among teachers remain high as many teachers experience burnout and seek other vocations, and as others despair of low incomes and seek better paying jobs. The number of long-term commitments to teaching as a career decreases.
- Some states and various regional agencies consider alternative teacher preparation models. The apprenticeship model receives much attention. A college degree *per se* qualifies one for employment as a teacher, and on-the-job experience is used to provide the needed professional knowledge and skills. A second option that becomes popular is similar to the apprenticeship model, with all professional work completed during a one-year post-baccalaureate program, half of which is supervised student teaching.

Scenario Two: The Profession Commits Itself to Extended Program Models and Moves Toward Implementation With Deliberate Speed

- Enrollments in teacher education may decline temporarily as students question the costs of a longer preparation program while salary and other conditions in teaching remain unattractive.
- School systems and states adopt salary structures that recognize the extended preparation of new teachers, confirming the belief that the public is willing to pay more for better qualified teachers. Legislatures and school boards would not be advocating higher salaries for essentially the same training and background. Instead, they would offer higher salaries for better prepared teachers.
- The quality of applicants for teacher education improves and the number of applicants increases. Good students are attracted by the increased intellectual challenge of the program and the prospects for a professionally rewarding career.
- The social prestige of teachers improves. Articulate, knowledgeable, and committed teachers persuade the public that teachers are competent professionals with capabilities not shared by all college graduates.

- The effectiveness of K-12 education improves, as measured by the knowledge and skill levels of high school graduates and the decreased incidence of pupil disenchantment with schools.
- Teacher education units enjoy more acceptance on their institutional campuses. The level of institutional support increases. Conditions for teacher education faculty become more similar to those found in other professional schools.
- Teaching becomes more of a lifetime career. Burnout is less frequent because teachers are adequately prepared for the challenges and opportunities in the schools and because working conditions improve. Fewer teachers have need to seek other, more financially rewarding positions.
- Teacher education faculty have more and better opportunities to conduct research on teaching and learning processes. Educational research becomes more scholarly, better accepted by the public and by campus colleagues, and more helpful to the continuous development of the professional knowledge base for teacher education.

The projections and speculations inherent in the above scenarios may take some liberties with the law of cause and effect, but there are sound reasons for believing that Scenario Two holds infinitely greater potential for the long-range improvement of schools and for teacher education programs than does the first scenario.

The time for a decision is now. Making the decision would, however, obligate the profession to face up to a number of critical issues and problems which need to be resolved if extended programs are to become a reality. The most critical of these challenges are described below, after a brief historical perspective is established.

Extending Programs: The Issues

At least five sets of issues and problems will be involved as discussion about the extension of the current four-year curricula in teacher education evolves. These include: (a) the adequacy of the knowledge base in teacher education; (b) additional costs associated with the extension; (c) difficulties encountered by colleges and universities; (d) legal matters; and (e) relationships with external groups. Additional issues and problems undoubtedly will surface. It should be remembered that making changes in any professional preparation

program is complex, controversial, and slow. Strategies for overcoming these problems will enable teacher education to take another giant step forward. Never has there been a greater need to do so.

Historical Context

Teacher preparation, like preparation programs for other professionals in this country, has evolved through the years, taking giant steps forward at critical points in time. Sometimes the giant steps were taken amid, and in reaction to, severe criticism of the profession from within and without — not unlike circumstances today. Such was the case in medical education, for example, when, as a result of the Flexner Report of 1910, Johns Hopkins University initiated a revolutionary and forward-looking program that led to another quick and thorough transformation of medical education.

Teacher education has evolved more slowly than most other professions; however, at several points, preparation programs were significantly extended. Although a few normal schools were in existence by the mid 1880s, and a university chair of pedagogy was established as early as 1879 at the University of Michigan, teacher training attained post-secondary status in a universal sense only at the turn of this century when two-year normal schools became commonplace. The normal school replaced "teacher institutes," an earlier model, which ranged in length from several days to several months.

About a fourth of the curricula of the normal school was devoted to pedagogy. By the mid 1920s, normal schools had been extended into teachers' colleges, which had four-year curricula. Although the proportion of the curriculum devoted to pedagogy remained about the same, overall programs doubled due to the change from a two-year to a four-year curriculum. This significant extension of programs took only about two decades to complete. It is important to remember that during this period teachers certified through the normal schools worked side-by-side with teachers certified through the four-year teachers' colleges in the same way that graduates of teacher institutes remained in the profession long after the entry of normal-school graduates. Departments of education in colleges and universities experienced similar beginnings and were transformed into schools and colleges of education in a manner similar to the changes just described.

This historical perspective helps make the point that during its relatively short existence, teacher preparation

has experienced two major extensions. Both extensions occurred within periods of public concern about education.

The Knowledge Base

Knowledge about effective teaching has increased so rapidly in recent decades (especially the last three) that more preparation in the professional component is imperative. Indeed, the loud and frequent demand for stronger preparation in teaching fields refers to both course level and the number of required courses for prospective teachers. It is unlikely, however, that a substantial increase in the academic specialization will occur without extending the amount of time available for teacher education, since the pedagogical component cannot be compressed beyond its existing minimal status. This is especially true for the preparation of secondary teachers.

B.O. Smith (1980) argues that the adequacy of the knowledge base justifies program extension: "If the history of medical education has any lesson for us, it is that the problem with pedagogical education is not the lack of knowledge so much as the lack of will to institutionalize **what we know** into an effective program of pedagogical education" (p. 18). The literature on teacher education provides evidence that a broad and vast professional knowledge base exists. However, Goodlad (1982) has pointed out that only moderate attention has been given to the difficult, scholarly tasks of drawing out the implications of the research, in part because these activities are not universally rewarded in academe. Nevertheless, strong and documented evidence indicates that a vast knowledge base is clearly adequate to justify the extension of the present four-year curricula.

There will be difficulties, of course, in the incorporation of the expanded knowledge base into extended programs. One will be acceptability. Among those who resist will be those who have never believed in the need for pedagogical training in the first place. Statements of yesteryear (Bestor, Rickover, et al.) will quickly be resurrected and augmented by newcomers with like contentions. More moderate opposition can be expected from those who recognize the need for a pedagogical component, but who do not believe that the existing knowledge base is adequate to justify more courses or time. This objection will be based on the belief that the current model is not sufficiently strong to warrant its extension.

An exacerbating factor is society's proclivity for focusing on schools' shortcomings. Many concerns clearly focus on the need for better teachers, including recent and highly discussed articles in *Time* and *Newsweek* and the CBS Special "Failing Schools." Recent reports by the Council for Basic Education (1981) and the Southern Regional Education Board (1981, 1983) also suggest that teacher education is viewed by many as impotent, so useless as to be unnecessary, and even undesirable.

On the other hand, society's demands for improvement in schools and in the preparation of teachers should be an advantage. The public outcry about schools and teachers could be a catalyst for improving and upgrading the initial preparation of teachers. Pierce (1981) reminds us that:

> The public has a long history of increasing its expectations of what schools should do. As a consequence, public education in the United States has been expanding since its inception. The latest major responsibility placed on the schools is the requirement that education be provided appropriate to the needs, interests, and abilities of all children and youth, including those with handicapping conditions.
>
> Perhaps ironically, as demands on schools have increased in recent years, so have criticisms of their effectiveness in achieving the objectives they serve. It is not difficult for thoughtful and knowledgeable persons to see that schools at this point have not lived up to their promise.
>
> The most persuasive explanation for the shortcomings ascribed to schools is that preparation for teaching has not achieved the level of professional quality necessary if schools are to achieve their mission. While considerable productive research on teaching and learning has been conducted during the past 25 years and many improvements have been made in teacher education, both research and program change have been fragmented, institutionally oriented, and without adequate coordination and overall direction. The teaching profession as such has mounted no comprehensive unified effort to substantially elevate the quality of its service by improving preparation for professional careers. (pp. 4, 9)

Howsam et al (1976) undoubtedly expressed the view of many teacher educators who think that teachers

cannot be adequately prepared for effective teaching within a four-year curriculum in this recommendation:

> Teacher preparation for initial service should be conducted in a five-year sequence, combining both bachelor's and master's degrees. This plan will provide the "life space" urgently needed for adequate preparation in general education, academic specialization, preprofessional social and behavioral sciences, educational foundations, subculture study, and an appropriate blend of campus and field experiences emphasizing effective instructional strategies. The Commission is not recommending simply an expansion of existing liberal arts and professional components into an additional year of study. Instead it is urging a bold, new commitment of time, energy, and resources for an entirely original structure to prepare teachers. (pp. 99-100)

While there is strong and documented evidence that teacher education has a vast knowledge base to justify the extension of the present four-year curricula, much work will be required to convince policy- and decision-makers. Also, more needs to be done to distill that knowledge, sequence it appropriately, and make professional judgments about how it should be used in programs for preparing teachers. These critical tasks must be completed if teacher education is to be reformed and extended.

Costs for Students

It is unrealistic to expect extended programs not to result in increased costs to students and colleges and universities. Low-income and minority students will be most adversely affected by increased costs. It would be tragic if gains in attracting qualified minority students into teaching were negated by the increased costs of extending preparation programs. Not only would this be a disservice to the students affected, but schools themselves would be handicapped in their efforts to be representative of the broad spectrum of racial and ethnic diversity in the United States. Public school students would be denied the benefit of competent teachers who add meaning and purpose to multicultural curricula and programs. This potential problem has been articulated by Gallegos (1981), who calls the matter a moral one.

This is indeed a serious problem, but not an insurmountable one. Access to and opportunities to complete extended programs by qualified minority and

low-income students can be facilitated through special programs and arrangements. Increasingly, other professions with expensive preparation programs have made arrangements for qualified minority and low-income students to participate. Teacher education will need to support the efforts of various advocacy groups whose goals are to increase accessibility to preparation programs. Teacher education as a profession must do all it can to develop workable initiatives toward this end.

It is important to note that additional costs to students could be recovered, although not immediately. Entry into the profession with master's degree credentials instead of a bachelor's degree, for example, would mean that much, if not all, of the additional costs could eventually be recovered. While entry into teaching would be delayed at least one year, resulting higher entry-level salaries would soon offset the additional costs.

Thus, additional costs to students should not be viewed as an insurmountable problem. Strategies can be employed to minimize the problem and prevent it from negating the gains that should accrue from extending preparation programs.

Impact on Colleges and Universities

An issue that surfaces early in discussions about extending programs is imbedded in a series of questions about the impact of extended programs on colleges and universities. The questions concern financing, staffing, and admissions, among other factors. Some questions impinge more directly on small, marginally financed, four-year public and private institutions, but others apply to graduate-level, large, comprehensive universities.

Extending programs by one year would add roughly one-fourth additional expense to the preparation of teachers. Additional fees and tuition collected would help offset the aditional costs but would not fully compensate for them. It is likely that some institutions would not be able to fund extended programs, and taxpayers as well as contributors to private institutions might refuse to underwrite the additional costs. Legislatures around the country can be counted on to think long and hard about constituency attitude and be rather reluctant to increase the cost of teacher preparation.

Unless extended programs terminate in a graduate degree(s), institutions proposing such programs will have to decide if they can justify and they are willing

to fund five-year, undergraduate degree programs. Extended programs terminating in a undergraduate degree will not be popular with students. As a matter of fact, five-year preparation programs at the baccalaureate level have never been popular in any profession. However, this problem would be eliminated if graduate degrees were awarded upon completion of the extended programs, and there are sound reasons for doing so.

Colleges and universities with no graduate-level programs that want to extend their teacher education programs will need to develop imaginative, logical, and workable solutions to the problem. One solution, for example, could be the development of partnership programs between four-year institutions and nearby institutions with graduate programs. Such partnerships could be mutually advantageous in several ways. Increased cost effectiveness, among other positive outcomes, could accrue to both types of institutions.

Schools, colleges, and departments of education that decide to extend their programs must resist the temptation to extend programs by merely adding courses or adding a year-long internship. Institutions should extend programs within the context of a true reform, however difficult this may be in the face of declining resources in higher education. Coalitions should be formed that will promote true program reform, shaped and supported by the entire profession.

Successful extension of programs will be realized only if persuasive assurances guarantee they will produce more competent teachers. Such assurances must promise that major shortcomings in teacher education will be corrected as a result of redesigned and extended programs.

Developing truly meaningful and effective ways to improve the initial preparation of teachers will not be easy. Teacher educators must develop new insights and new methods of working with students in diverse settings. They will need to work more collaboratively with practitioners and lay leaders. The mere extension of four-year programs into longer ones will not do the job. New skills, attitudes, understandings, and strategies will be necessary if the additional life space so badly needed is to pay real dividends.

Legal Issues

Because education has constitutionally been regarded as a function of the state, the actions of state legislatures are exceedingly important in charting new courses for programs of teacher preparation. For

example, in Oklahoma the recent passage of Bill 1706 signalled the intent to improve the knowledge and competence of teachers. The bill was intended to improve the overall quality of persons admitted to teacher preparation programs. It specified that preservice field and clinical work must be increased and that an entry-level examination would be required for certification by the state. The message in that state is clear: "business as usual" in teacher preparation is no longer satisfactory.

Similar legislation was passed in Florida in 1977. Increased requirements for individuals admitted to teacher preparation programs, including a satisfactory score on a nationally normed, standardized test of college entrants, was mandated. Teacher education graduates must achieve satisfactory scores on a certification examination — a test subsequently developed by the state department of education. Florida also established an additional condition that state approval for an institutional program will be withdrawn if fewer than 80 percent of their graduates do not pass.

Several other states have estabiished test requirements for certification; others have such requirements under consideration. A few states show an interest in the development of various models of internship programs. In Pennsylvania, Nevada, and New York, efforts are underway to carefully re-examine teacher preparation programs.

While not containing the same impact as legislative action, the policy statements of influential groups are matters of interest to SCDEs. The recent reports of the Southern Regional Education Board (1981 and 1983) are cases in point. The reports contain several recommendations for teacher education. Some of the recommendations for certification and the certification process are of deep concern to teacher educators. Another report, of the National Association for State Directors of Teacher Education and Certification (NASDTEC), deals with attracting talented students to teacher education and requires an examination for teacher certification. The NASDTEC report reflects the interests of this policy-influencing group in improving the quality of schooling through the improvement of the teaching corps.

Thus, from a variety of perspectives, it is clear that "business as usual" is simply not adequate. Extending programs beyond the present four-year model responds to these demands. The approach represents a significant departure from the traditional one and will

have important legal ramifications. It should be noted, however, that activity in this direction may result in less activity by state legislative and policy-making bodies, if they become convinced that the profession itself is fully aware of the need to improve teacher preparation programs and is in fact taking significant steps in that direction.

Relationships With External Groups

While support by the general public will be important, visible and active support by various regulatory agencies and professional policy-making bodies will be imperative if preparation programs are to be extended successfully. Commitment from the profession will be needed initially to explain, justify, and defend extended programs. This degree of commitment was necessary as teacher education moved to post-secondary status via the normal school route and later when programs reached baccalaureate-level status via state teachers colleges and SCDEs in colleges and universities. Specifically, working partnerships with several external groups will be necessary.

State Education Agencies (SEAs). It would be naive and foolhardy to ignore the key role SEAs will play in the extension of preparation programs. The very fact that in most states preparation programs must be approved by these agencies is reason enough to target them as critical allies from whom early and strong support must be forthcoming. This will not be an easy task, if history teaches us anything. State departments and boards of education historically have not been strong advocates of rigorous requirements for certification. Indeed, in many states current requirements are still embarrassingly low. As executive arms of state boards, SEAs implement decisions of their state boards regarding certification requirements and program standards. It is also true, however, that state boards often rely upon recommendations from SEAs on matters of this kind. In any event, institutions seeking to extend their preparation programs can do so only with the approval of their respective state boards. Hence, plans and strategies for extending programs must include effective interaction with SEAs.

Local Education Agencies (LEAs). Students completing extended preparation programs could soon recover the additional costs of preparation by entering the profession with graduate credits or the master's level certificate at a commensurate salary level. This recovery will be possible only if graduates are successful in finding teaching positions. The prevailing supply/demand

situation in most areas and in most teaching fields mitigates against this approach presently. An additional constraint is that in some states post-baccalaureate applicants are penalized by funding and budgetary factors that encourage school systems to employ baccalaureate-level, less expensive teachers. Thus, unless ways are found to negate these factors, graduates of extended programs might actually be discriminated against in the marketplace.

It is hoped that precisely the opposite would occur. Graduates of extended programs will be better prepared for effective teaching and should receive equal, if not preferred, consideration. For this to happen, however, local education agencies must be made aware of the superiority of these teacher applicants and the need, therefore, to do all they can to employ them. The importance of this factor was recognized when the University of Kansas considered extending the preparation program. Strong support was obtained from several key school districts, which indicated that they would prefer to employ graduates of the extended programs. This kind of assurance served as a strong supporting factor in the decision to extend the preparation and in the student's decision to enter the program. This is just an example, but a very important one, of the kinds of supportive and facilitative stances local education agencies must take if the extended programs are to become realities.

NCATE. The National Council for the Accreditation of Teacher Education (NCATE), along with other regional and national accrediting/regulatory agencies, should develop standards that reflect the competencies needed by beginning teachers to guarantee their effectiveness in the classroom. NCATE standards should require comprehensive curriculum and professional coursework based on the professional knowledge base as well as clinical experience necessary to practice effectively. Once the knowledge base is reflected adequately in the standards, institutions may see the need for extended programs.

Coalitions

The supportive attitudes described earlier will be neither automatic nor easily established. Opposition to the movement will come from all corners. A multitude of questions will be raised to which educators will need to respond with persuasive answers.

Answers must deal directly and specifically with the need for better programs, how extended programs will produce *better* teachers, and what *better* teachers will mean for students and for society in general.

Assistance will not be forthcoming from members of the profession who are unconvinced of the need for, and/or feasibility of, program extension. Even a moderate degree of opposition within the profession could delay, if not abort, the movement. The question is whether the various segments of the profession will become responsive and supportive, or whether by inaction and prolonged internal disagreements they will become a part of the problem.

Consensus within the organized profession will be difficult, but certainly not impossible, to attain. Coalitions recently emerging could be helpful; for example, Salmon (1980) highlights one already in existence — the Forum For Education Organization Leaders (FEOL). The magnitude of the task of extending preparation programs will require the use of all existing coalitions whose agendas relate directly or indirectly to teacher preparation and performance.

Conclusions

The most singularly striking scepticism expressed about extending teacher education is related to problems of low esteem and low compensation. Teacher salaries are much too low and, despite recent criticisms of teacher training, most critics have clearly and strongly emphasized the need for higher teachers' salaries. The profession should insist that teaching deserves significantly greater compensation. Nevertheless, more intensive and longer professional preparation should result in even higher beginning and continuing salaries. This is especially the case if poorly qualified or unqualified applicants are not certified merely because competent persons are not available.

Moreover, social policy makers and the general public are demanding better prepared, more capable teachers. Individuals prepared to confront the demands of teaching in modern schools will require better and more extensive professional training. It is essential that our contemporary society invest in the future of our school age youth. Our entire educational program is founded on the assumption that all of society benefits from a literate and educated citizenry.

It is essential that extended programs be based on the recognition of a better and more fully developed knowledge base for teaching and learning. There is currently a lack of confidence in teacher education

programs. The lack of substantial change to incorporate new knowledge in programs has persisted over the last half-century. It is essential that extended teacher education programs be substantially and demonstrably better than those which they replace.

If teaching is to acquire full professional status, it is essential that the preparation of teachers and other professional educators be extended, commensurate with the expanded knowledge base available. In addition, clinical and field experiences must be expanded to more fully integrate theory and practice. To do otherwise will retard the development of the profession and perpetuate the lag between practice and knowledge.

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Afterword

The issues addressed in this statement respond to the following resolution passed by AACTE's institutional representatives at the 1979 Annual Meeting and reaffirmed in 1980:

> AACTE encourages the development of major structural changes in college and university preparation programs for teachers. Such changes may address the development of programs of initial certification that go beyond the traditional four-year pattern. These changes may also include promising strategies that involve the redesign of general education, renovation of academic specialization, opportunity for greater depth of study in the professional culture, and more extensive cultivation of essential teacher competencies.

In response to this resolution, AACTE's Board of Directors established a Task Force on Extended Programs in February 1981. The charge was to stimulate study and discussion of extended models for initial teacher education programs among members and state associations. This position paper was adopted by the AACTE Board of Directors in November 1982 in order to stimulate discussion and interest in the extension of teacher preparation programs and curricula to ensure confidence in a safe-to-practice threshold for initial teacher licensure.

The most immediate challenge to teacher education and AACTE is to achieve consensus on the essentials for initial professional practice and to revise preparation programs accordingly. However, ideal programs cannot be achieved by schools, colleges, and departments of education alone; they must achieve the full support of higher education institutions, the organized profession, school administrators, local and state policy makers, and ultimately the communities where their clients will serve. AACTE is committed to work toward building this support.

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